Annual Report 1976

The Western Pennsylvania School For Blind Children

President's Message

The Western Pennsylvania School for Blind Children will enter its tenth decade next year, following 90 years of challenges and progressive change. The past ten years presented us with dramatic changes in our student enrollment patterns. An influx of multiple handicapped students required new flexibility in our programming and an unprecedented commitment of our talents, our energies and our assets. We have expanded our facilities, increased our staff and developed new curricula to meet complex problems.

In recent years we have borne the burden of inflation and the enormously increased per student cost of providing necessary services to multiple handicapped children. During a period of declining enrollment and increased costs, State per student reimbursement has remained constant with the result that State support has provided progressively less of our ever-growing budget. We hope that recent legislation providing for increased State funding, together with our own resources and contributions, will enable us to meet anticipated costs. Income from philanthropic sources, in fact, insures our survival. Without it we cannot make the changes — or meet the challenges — that face us in our next ten years.

Our planning efforts over the past years prepared us for the difficult educational encounter of the present. To prepare for the future, the Board has launched a new, long-range planning study and will soon select a consultant to work with the staff and a Board committee in this endeavor. Among the issues which will be reviewed are forecasting the student population, especially that of multiple handicapped, possible changes in the role of the School in relation to other institutions serving the needs of handicapped young people in western Pennsylvania, the educational and rehabilitation programs of the School and facilities, staffing and finances. Present plans call for a report by early fall 1977.

To our Board of Directors, administrative staff and faculty — to all who have devoted their energies, time and support to continued high quality service to the visually handicapped — I express my deep and lasting gratitude. It is a simple truth that without such unswerving support and dedication the necessary work of the Western Pennsylvania School for Blind Children cannot continue.

Respectfully submitted,

Peter Denby

Peter Denby
President, Board of Directors

Superintendent's Report

But I know also that laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths disclosed and manners and opinion change with the change of circumstances, institutions must advance also and keep pace with the times.

THOMAS JEFFERSON

In the last century the discoveries that Jefferson spoke so tellingly of have indeed altered the lives and the circumstances of many. None, perhaps, more so than the visually handicapped. Once blind people had to rely exclusively on their memories to learn; there were no books they could read. Once blindness was considered an insurmountable handicap. But all that has changed.

For nearly 90 years the Western Pennsylvania School for Blind Children has been dedicated to fostering "the progress of the human mind." Our goal, to help blind children achieve personal independence in a visually oriented world, has made it necessary for our School to change rapidly in order to keep pace with new discoveries and opinions.

For the past ten years, and as we approach a century of service in our special field of caring, these challenges to meet and bring about positive changes to achieve our goals have become increasingly complex. Year by year we are serving an ever larger number of

visually handicapped children with additional handicaps. The reasons for this larger number:

- advances in medicine allowing many more high-risk babies to survive;
- a maternal rubella epidemic producing comparatively large numbers of deaf-blind children;
- other increased pre-natal causes of blindness, many of which affect not only the eye, but also bring about other abnormalities.

These special students share the same needs and requirements of all youngsters. And these must be met. In addition, their wide range of disabilities create even greater needs. And somehow, these too must be met. To meet these needs we have introduced numerous changes: expansion of facilities and services, re-evaluation of curricula and teaching techniques and a re-examination of our philosophy of education. Even though student numbers have decreased, our staff has been increased to meet the need for professionals and paraprofessionals to work on a one-to-one basis with our more complex youngsters. Much effort was spent during this past year in developing improved evaluation techniques, coordinated staff teaching efforts and methods for achieving individualized educational plans.

And yet our goal for these special children remains the same as it has been for our normal children with visual handicaps: to be able to function at their peak capacities in a sighted world. Even though the potentials of our special students are frequently more difficult to project, we remain dedicated to the development and stimulation of the full potential of each child. And though many of these children will require continued education and supervision in their futures, the Western Pennsylvania School for Blind Children holds out to them the hope of new beginnings — new beginnings which have already produced some startling, unexpected successes.

Individualized educational programming is costly, but we believe it is the best approach to help each child achieve maximally. Or, as put so aptly by Thomas Carlyle: "Let each become all that he was created capable of being." And while considerable attention has been focused on these multiple handicapped children, our unabated efforts continue to educate and enrich the lives of the visually handicapped with average and above abilities.

My reports to you during the past few years have emphasized the challenges and changes resulting from this influx of special children. This year I have asked our two Educational Directors, Dr. Janet Klineman, Director of Early Education Programs and Mrs. Janet Simon, Educational Director of the Upper School, to review the developments and accomplishments in the areas in which they are administratively responsible. Their personal reports follow. To them, to an energetic and idea-generating staff and to a strongly supportive and courageously innovative Board of Directors, I express my personal appreciation for the privilege of serving and working hand-in-hand with all as the School's administrator.

Respectfully submitted,

Alton G. Kloss

Alton G. Kloss, Ed.D.
Superintendent

Early Education Programs Educational Director's Report

My role as Educational Director of Early Education Programs stems from a study initiated by Dr. Alton G. Kloss in 1967. My assignment was to gather data about programs for visually impaired children with multiple handicaps. I obtained information about the children in our ungraded classes, reviewed the literature and visited other agencies involved in programming for such children.

The conclusion of the two-year study became the first chapter in an organized effort to develop relevant programs for children with complicated learning problems. With guidance from Elinor Long, then Supervisor of Programs for Visually Handicapped, Pennsylvania Department of Education, and Dr. Ralph Peabody, Coordinator, Education for the Visually Handicapped, University of Pittsburgh, the objectives of the second chapter, a pilot project involving 17 children, were written. The project was funded by a federal grant under Public Law 89-313 of Title I, Elementary and Secondary Education Act (ESEA) through the Pennsylvania Department of Education for two weeks in July 1969. The focus of the project was to search for the children's educational abilities and not to be dismayed by diagnoses of retardation, emotional disturbance and/or physical limitations in addition to legal blindness. Individualized programs were designed from recommendations of specialists at the Developmental

Clinic of Children's Hospital who completed medical and psychosocial examinations of the children and from educational assessments administered by our staff. The favorable responses from the children, the project staff, the parents and the professional community initiated the further development of such projects.

Beginning with 1969-70 the Superintendent's reports have annually reviewed the challenges — the changes — and the commitments resulting from the organization of new programs for children in our ungraded classes and the admittance of large numbers of multiple handicapped children who could not have been admitted ten years ago.

It is not possible to review briefly all the procedures and factors that are involved in the remarkable and unexpected progress made by the children. Each child is unique and

his or her progress can only be evaluated on a child-by-child basis. However, each case study shows evidence that patient, loving people helped the child and provided learning opportunities to enrich his or her abilities.

In order to accommodate the continuation and expansion of the projects, additional space was needed. In 1974 a third-floor addition to the Early Education Building was completed to house our new Evaluation and Developmental Center.

During 1975-76, the positive findings from the Title I projects and the Title VI, Public Law 91-230 projects for the education of deaf-blind children, funded under the auspices of the Mid-Atlantic North and Caribbean Regional Center for Services to Deaf-Blind Children, were incorporated into the purposes and procedures for the Center. The findings also stimulated changes in regular school programs and started a transitional program for low functioning preadolescents and adolescents in the Upper School.

A review of the highlights of the Early Education programs this past year should rightfully acknowledge Robert Hughes' responsibilities as Administrator of the Early Education Building. His understanding of program implementation problems and concern in finding solutions are greatly appreciated. With his encouragement the Evaluation and Developmental Center concept was expanded to build our reputation as a central resource center in western Pennsylvania.

Holly Kazdan was employed as an off-campus preschool teacher to help parents create safe, stimulating home environments and to use appropriate child rearing techniques, especially important for the optimal growth of babies with visual impairments In addition to home visits, Ms. Kazdan helps to integrate visually impaired children into nursery programs in their local communities. Frequently she needs to encourage parents and teachers to cope with ambiguous feelings toward a handicapped child. Often she demonstrates how a blind child can substitute hearing and touch for vision to learn about his or her world. Through this early intervention we hope to prevent the developmental delays we have often seen in the past when five-year-olds have been referred for admittance

Also as a resource center we studied the functioning levels and made program suggestions for young visually impaired children who may or may not be eligible for our School. During the summer program, coordinated by Carol Wiegle, coordinator and teacher of the project for deaf-blind children, we completed assessments for 12 newly identified children. One family with a two-year-old boy lived on campus for a week so we could demonstrate our early intervention techniques to the parents and help them observe their son's small gains daily.

Following the Pennsylvania deinstitutionalization plan, we evaluated two children from Polk Center and one from Cresson Center for admittance to WPSBC. One, a twelve-year-old deaf-blind boy was admitted in September 1976; the other two will probably be admitted during 1976-77

The non-graded primary program concept was further developed with the coordinated efforts of teachers and parents. The children profited academically and socially from placement in developmental groups as indicated by their progress records on the checklists from the newly written primary curriculum guides. Great strides were made toward appreciating the children's needs for affective as well as academic education. The organization of background data and the dialogue at the weekly staffings conducted by Dr. William Marchl, child psychiatrist and consultant to WPSBC, strongly indicated the importance of helping primary children resolve emotional problems before they reach the early stages of adolescence. Our programs for helping children gain self-awareness, express their feelings and learn positive ways of relating to others were enriched by Sue Aach, our expressive arts specialist. She met with children in small groups and individually and presented workshops for staff members. Children who required therapy for complicated behavioral problems were referred to the Pittsburgh Child Guidance Center.

One of the most significant developments was the establishment of a close relationship with Mrs. Janet Simon, Educational Director of the Upper School and her staff. We planned for the further development of each child's individualized program as he or she advanced from the Early Education Building to the Upper School. We discussed the organization of a non-graded intermediate program to follow the concept of the non-graded primary program and a proposal for our Title I monies to be allocated to a project for low functioning preadolescents and adolescents. The transitional project for multiple handicapped adolescents was funded to start in September 1976, and will be directed by Mrs. Simon. It will accommodate children from the Early Education Building and older multiple handicapped children who are too physically advanced for the Evaluation and Developmental Center

The year has been one of growth and transition for our Early Education programs. We have gained more knowledge and experience in finding improved methods for helping visually impaired children reach their potential. We know there is more to learn and more to be achieved. As we continue to accept the challenge of programming for visually impaired children, starting at very young ages and whether low-functioning or possibly gifted, we look ahead to additional discoveries and still greater achievements.

Respectfully submitted,

Janet G. Klineman

Janet G. Klineman, Ph.D.
Educational Director
Early Education Programs

Upper School Educational Director's Report

Preparing my first report as Educational Director of the Upper School affords me an opportunity to review not only the events of the past year, but also to look ahead to future challenges.

Change and transition were the hallmarks of the past year in the Upper School. Various new programs were developed and facilities were designed in keeping with the School's mission of providing optimal life-learning opportunities for both the cognitively able and the low-functioning, multiple handicapped blind child.

Past annual reports have reviewed population trends for special children. Presently, the Western Pennsylvania School for Blind Children is experiencing an influx of children with complex physical and emotional needs. These children require precise programming focusing on their individual abilities.

Child-by-child plans are initiated for students upon entrance to the Early Education program. When a pupil reaches adolescence and is chronologically ready to move into the Upper School, a special transitional class is available to assist the student in becoming adjusted to the new environment of the Upper School.

This past year, a total plan for the transitional class was conceptualized. Supported through Title I, ESEA, Public Law 89-313, a project was fully implemented in September 1976. In addition to a

structured educational program, transitional students have available appropriate leisure-time activities. Each child's developmental gains are being closely monitored so that staff will have a reliable record of student progress. While specific objectives are designed for individual students, the over-all purpose of the transitional class is to provide those children who have potential for independent or semi-independent living the necessary experience to acquire skills in expression, self-care and mobility.

In conjunction with the transitional project, a simulated workshop for teaching assembly-line work skills and attitudes is being developed. A recently hired work-coordinator, William Kegg, plans activities similar to those commonly encountered in non-competitive workshops. Once a student has demonstrated the ability to perform work satisfactorily in the simulated setting, he or she has the opportunity to gain first hand experience by on-the-job training at the Pittsburgh Branch of the Pennsylvania Blind Association workshop. With the support from the work-

coordinator, students travel to their place of employment, participate in work activities, and receive remuneration for their efforts. Any student who evidences the potential for more competitive employment is encouraged to further develop that aptitude. Hopefully, through extensive career training, these complex students will gain the necessary confidence and skills to assume gainful employment in a sheltered facility in their home community. The ability to participate in meaningful work will have

significant impact on the future of the multiple impaired population.

During the past year a personalized curriculum project, funded through the Buhl Foundation, was completed. The intermediate staff developed a sequential learning program in language arts, reading and mathematics. These curricula provide teachers with learning objectives, activities and evaluation procedures which are conducive to self-paced student advancement. Three of the staff who developed the curriculum presented a paper at the Fifty-third Biennial Conference of the Association for the Education of the Visually Handicapped in Louisville, Kentucky. Joseph Wassermann and David Petrovay joined me in presenting a media program entitled "The Process of Curriculum Making — Individualized Instruction for Visually Handicapped Learners."

The year of 1975-76 marked the initiation of a new school facility. A mini-spa was opened that contains equipment for adaptive physical education as well as devices for exercise and body development. Before students begin a spa program, their physical needs are carefully assessed. On the basis of this evaluation, a spa program is prescribed. Carolyn Barnes of the University of Pittsburgh's Department of Physical Therapy assisted the WPSBC physical education staff in developing guidelines and procedures for the mini-spa.

The Upper School evening recreational program was expanded into an extended day program with Edward Ozimek serving as the coordinator. During after-class hours, students may elect to participate in such varied activities as drama, bowling, yoga and swimming.

During the evening, older students may join organized, off-campus activities such as the volunteer program at Shadyside Hospital. Participation in this program provides blind students with a chance to serve the community in a useful, constructive way. Also, religious

education is an aspect of the extended day program. Representatives from various religious denominations offer instruction to the students on a scheduled basis.

Throughout the past year, the Upper School staff provided numerous, innovative learning opportunities for pupils. Judge Dauer from the Court of Common Pleas presided over a mock trial. Twelve students comprised the jury. Representatives of the Pittsburgh police force and the District Attorney's office played roles at the trial in order to make the simulation as realistic as possible.

The students visited the Pittsburgh community on a regular basis taking advantage of permanent facilities such as the zoo and museum; while also attending special events. Younger students traveled to Confluence for a picnic, and went bowling in public lanes. High school students attended concerts such as Arlo Guthrie and Ella Fitzgerald, and participated in the annual sports car rally.

The Lock-Key Club sponsored an Earth Week. They took this time as an opportunity to alert the entire school population to respect the environment. Through daily student-directed assembly programs, we were reminded to keep America beautiful during her two-hundredth year.

The senior American History class celebrated the bicentennial by preparing a display on the founding of the School. We all enjoyed their description of the first years of WPSBC.

Senior Commencement was highlighted by a trip on the Gateway

Clipper, a faculty reception for the class of 1976 and the graduation ceremony itself. Eleanor Schano, well-known Pittsburgh media personality, presented the Commencement keynote at the May graduation.

Parents were involved in a variety of school activities. Students' families attended the annual spring concert and participated in the PTO family picnic, a full-day event complete with horseback riding, games and lunch.

The Upper School staff kept abreast of current trends in education through inservice programs. Topics as diverse as child development and metric education were presented for staff enrichment.

Student teachers from the University of Pittsburgh, University of North Colorado and Western Michigan University served as practicum and intern students.

Indeed, this has been a year marked by transition. Yet, despite efforts to move in new directions with force and vigor, the Upper School continued to maintain and improve many traditional activities and events which help to make WPSBC a unique place for students to grow and develop in accord with their interests and potential.

Respectfully submitted,

Janet Simon

Janet Simon, M.Ed
Educational Director
Upper School

Health Center

To provide for the maximum welfare of our students the School relies on comprehensive health services which buttress the efforts of our educational program. Because of the School's excellent location — in one of the largest university hospital complexes in the United States — we are able to provide our children with the finest possible medical care.

Nearly 1,000 clinic visits are made yearly to the Developmental Clinic of Children's Hospital, Children's Speech, Endocrine, Tumor, Dental, Neurology, Dermatology and Orthopedic Clinics, the University of Pittsburgh's Dental Clinic, the Audiology Department and Pediatric Eye Clinic of Eye and Ear Hospital, Falk Clinic, the Pittsburgh Child Guidance Center and Western Psychiatric Hospital.

Some of the fine professionals who guard our children's health are those pictured here.

Ms. Sandra McCloskey, Chief Physical Therapist at Children's Hospital and an Orientation and Mobility specialist, provides physical therapy on a regular three-day per week basis. In addition to providing prescription therapy, she serves as a consultant for students with motor problems. Ms. McCloskey also makes recommendations to our Physical Education Department so that follow-up exercises may be given in class.

Healthy emotional growth is of paramount importance for all of our students. Our consultant, Dr. William H. Marchl, Child and Adolescent Psychiatrist, visits the School on a two-day-per-week basis to evaluate children and provide counseling. His efforts significantly help insure the finest possible emotional milieu for our students. His fine sensitive approach and deep professional understanding have been of great assistance to students, parents and staff alike.

Because many of our students have multiple problems in addition to their visual handicap, they are in need of early physiological assessments, psychological evaluations and ongoing, comprehensive medical attention. We are fortunate in having Dr. Jane Brecht, Director of the Developmental Clinic of Children's Hospital, to coordinate the diagnostic and medical services of the Clinic — insuring the finest possible care for our young students without duplication of services.

Dr. Donald L. Levine gives faithful care and attention to the dental needs of our students through weekly visits to the School's fully equipped dental clinic. Over the course of each year he examines all students and makes recommendations for corrective dentistry. Students with extensive dental problems are refered to their personal practitioners or, if the need exists, to Children's Hospital Dental Clinic or the University of Pittsburgh's School of Dental Medicine.

Dr. Mary Clark, Director of Physical Medicine and Orthopedic Surgeon at Children's Hospital, evaluates all of our children with orthopedic problems and directs our physical therapy program. Dr. Clark has done corrective surgery on several of our students which has resulted in their improved mobility and overall functioning.

Twenty-five of our students have speech problems requiring therapy. Dr. Larry Bloom of the Speech Department at Children's Hospital heads up a speech therapy program which makes every effort to improve the students' speaking ability.

Dr. Richard W. Moriarty, staff physician at Children's Hospital, is the School's physician. He is responsible for the overall direction of the Health Center and is instrumental in establishing referral channels to the various community agencies when the situation of the student merits additional medical expertise. With the capable assistance of School nurses, he provides annual examinations, administers tuberculin tests and handles all accidents and illnesses.

Dr. David A. Hiles, Chief of Ophthalmology at Children's Hospital and Director of the Pediatric Ophthalmology Clinic of the University of Pittsburgh's School of Medicine, is the School's ophthalmologist. In an effort to save or improve the sight of those students with residual vision, examinations are given annually. Some of our students are then referred to the Falk Low Vision Aid Clinic to explore the possibility of using refractive lenses.

Since the ability to hear well is crucial for blind children for communicative and mobility purposes the School, through Eye and Ear Hospital, provides for complete audiologic services. Miss Laura Lum, Clinical Audiologist at Eye and Ear Hospital is shown screening a student. If any student fails the initial screening, a referral for further testing is made.

Senior Class of 1976

Timothy Dan Wagner
President
Robert Ralph Kennedy
Vice President
Peggy Rae Hoover
Secretary
Janice Ann Miller
Treasurer

Terral Lynn Bauer
Academic
Concert Choir, 1974-76
Honor Roll—11 Quarters

John Allen Britzki
General
Lock/Key Club, 1972-74
Honor Roll—4 Quarters

John William Harcarik
Industrial

Janice Ann Miller
Academic
Lock/Key Club, 1972-74
Class Treasurer, 1975-76
Concert Band, 1972-76,
Treasurer, 1975-76
Concert Choir, 1972-73
Honor Roll—17 Quarters

James Edward Peddicord
Industrial

Peggy Rae Hoover
Academic
Lock/Key Club, 1972-74,
Secretary, 1973-74
Class Secretary, 1975-76
Concert Band, 1972-76
Concert Choir, 1972-76,
Girls' Ensemble, 1973-76
ILLUMINATOR, 1973-76
Drama Club, 1973-74
W. L. Mayer Award, 1974-75
Honor Roll—22 Quarters

Timothy Michael Jackson
Industrial
Lock/Key Club, 1972-74
Radio Club, 1972-73

Robert Ralph Kennedy
General
Lock/Key Club, 1972-76
Class Vice President, 1975-76
Concert Choir, 1972-76
Leonard C. Staisey Citizenship Award, 1973-74, 1975-76
Honor Roll—5 Quarters

Keith Ian Meyers
Industrial

Douglas Earl Rowland
Industrial
Lock/Key Club, 1972-76
Concert Band, 1975-76,
Dance Band, 1975-76,
Jazz Ensemble, 1975-76

Korene Bertha Stebler
Academic
Lock/Key Club, 1972-74
Concert Band, 1972-76,
Dance Band, 1972-75
Concert Choir, 1972-76,
Girls' Ensemble 1972-75
ILLUMINATOR, 1973-75
Drama Club, 1972-74
Leonard C. Staisey Citizenship Award, 1975-76
Mary I. Walrond Award, 1974-75
Honor Roll—23 Quarters

Timothy Dan Wagner
General
Lock/Key Club, 1972-73
Class President, 1975-76
Honor Roll—3 Quarters

Robin Elaine Whiting
Business
Art Club, 1972-73
ILLUMINATOR, 1974-76
Honor Roll—16 Quarters

Eighth Grade Graduation

Front Row (left to right) R. Bolt, L. Hockenberry, L. Rudnicki, R. Galbraith, L. Miller, B. Steinberg
Second Row (left to right) Mrs. Teese, B. Poling, R. Nicholson, W. Greenlee, M. Skok, W. Bailey, W. Frantz

Awards Day June 4, 1976

Dapper Dan Sports Awards

Boys' Swimming Award
Awarded to the winners in each of the boys' physical education classes for competitive intramural swimming events:

Fourth, Fifth and Sixth Grades
Rodney Johnson, Daniel Starkey
Seventh, Eighth and Ninth Grades
Lawrence Miller, Brian Poling
Tenth, Eleventh and Twelfth Grades
Edward Friedenberger

Boy's Outstanding Athlete Award
Awarded to a student displaying outstanding achievement in both competitive sports and intramural events:
William Frantz

Girls' Swimming Award
Awarded to the winners in each of the girls' physical education classes for competitive intramural swimming events.
Seventh, Eighth and Ninth Grades
Marcy Loughner, Nancy Stemmler
Tenth, Eleventh and Twelfth Grades
Bonnie Franklin

Co-Ed Bowling Award
Awarded to the members of the high school bowling team with the highest season averages:
Robert Kennedy, Janice Miller
Jeffrey Starkey, Sherri Martz
Rodney Nicholson, Shannon Harris

Early Education Co-Ed Swimming Award
Awarded to an early education student for outstanding achievement in swimming:
Rodger Hockenberry

American Legion Award
Awarded to the eighth grade boy and girl who, according to the evaluation of a committee of staff members, deserve recognition based upon the criteria designed by the Legion, specifically, honor, courage, leadership and scholarship:
William Frantz, Laura Rudnicki

Thomas S. McAloney Award
Awarded to the student showing the greatest improvement in creative arts:
Yvonne Smith

Mary I. Walrond Award
Awarded to the student who has made the most progress in the use of braille music:
Monica Ribar

W. L. Mayer Award
Awarded to the high school student showing the greatest application and improvement in the music department:
Kenneth Bower

Good Posture Award
Awarded to the high school students who, according to the judgment of a committee of staff members, are deserving of citation for good posture:

Totally Blind Girl's Award
Korene Stebler
Honorable Mention
Bonnie Franklin, Sylvia Tokar
Totally Blind Boy's Award
James Homme
Honorable Mention
Theodore Crum
Partially Sighted Boy's Award
Timothy Wagner

D.A.R. Good Citizenship Award
Awarded to the intermediate grade level students who, according to the judgment of the staff, demonstrate the qualities of good citizenship:
Nancy Stemmler, Lawrence Miller, Cynthia Morrow

D.A.R. History Award
Awarded to the two eighth grade students who excelled in history during the year:
Laura Rudnicki, William Frantz

Leonard C. Stalsey Citizenship Award
Awarded to the high school girl and boy who, according to the judgment of the staff, are commendable citizens:
Robert Kennedy, Korene Stebler

Alton G. Kloss Spelling Award
Awarded to the students who won first place in the annual spelling contest:
Sixth, Seventh and Eighth Grades
Marcy Loughner
High School
Margaret Butler

Oakland Kiwanis Club Activity Award
Awarded to the high school students who earned the highest number of merits. Merits are awarded for informal and non-classroom activities. Students who fail any subject are not eligible:
Edward Friedenberger, James Homme

Optacon Awards
Awarded to students achieving the following commendable reading speeds:
55 words per minute
Peggy Hoover
Richard Parker
Korene Stebler
45 words per minute
Margaret Butler
40 words per minute
Evan Reese
39 words per minute
James Homme
37 words per minute
Craig Burdick
Susan Johnson
Janice Miller
33 words per minute
Brenda Loughrey
30 words per minute
Bonnie Franklin
25 words per minute
Theodore Crum
Edward Friedenberger

Typing Certification
50 words per minute
Terral Bauer
Peggy Hoover
Korene Stebler
Robin Whiting
30 words per minute
Marcy Loughner

Administrative Personnel

Alton G. Kloss, Ed D
Superintendent

Robert K. Hughes, M A
Associate Administrator
Director of Admissions
Administrator, Early Education Building

Janet Kilneman, Ph D
Educational Director
Early Education Programs

Janet Simon, M Ed
Educational Director
Upper School

Staff

Teachers

Susan Aach, B.A.
Expressive Arts
Charles Braem, M.Ed.
Woodworking
Geraldine Caputo, B.S.
Health, Physical Education
William Connelly
Piano Tuning
Victoria Davies
Guitar
Elizabeth DePiero, M.A.
Transitional Classroom
Samuel DePiero, M.L.S.
Modern Physical Science
Dorothy DeStefano, B.S.
Piano, Band
Ellen Dotts, M.S.
Pre-Primary Program
Norma Duda, M.Ed.
Non-Graded Primary Program
Margaret Durcan, M.Litt.
7th Grade
Jane Erin, M.Ed.
Non-Graded Primary Program
Margaret Esch, M.A.
Optacon, Biology
Anthony Evancic, M.S.
Languages, Mathematics
Mary Lou Foster, B.S.
Business Education
Eleanor Gutnick, M.Ed.
Extended Day Program, Recreation
Thomas Greaser, B.S.
Horticulture
Irene Jewett, B.S.
Non-Graded Primary Program
William Kegg, M.S.Ed.
Transitional Classroom
James Kolesar, B.S.
Electronics
Michael Kostie
Vending Stand Training, Caning, Handicrafts
Michael Malley, A.B.
English
Ramona Manning, B.S.
Nursery, Kindergarten
Cynthia Marino, M.Ed.
Deaf-Blind Classroom
Sharon Martin, M.Ed.
Transitional Classroom
William McGillivray, B.S.
Health, Physical Education
Gillian Meieran, M.Ed.
Food Preparation
Carol Nornsh, M.S.Ed.
Personal Grooming, Eating Skills, Techniques of Daily Living, Child Care
Dominic Novorolsky
Sheet Metal, Power Mechanics, Home Maintenance and Repair
Edward Ozimek, B.S.
High School Ungraded
David Petrovay, M.Ed.
Fifth Grade, Reading, Language Arts
Joan Riggs, M.Mus.Ed.
Music Department Director, Piano, Organ, Choral
Hazel Rometo, B.S.
Non-Graded Primary Program
Debra Schmidt, B.A.
Non-Graded Primary Program
Pearl Stevens, M.Ed.
Remedial Classroom
Joyce Teese, M.Ed.
Eighth Grade, Social Studies, Handwriting
Marcella Vandenbord, M.Ed.
Sixth Grade, Intermediate Social Studies, Arithmetic
Clarence Wagner
Piano Tuning
Joseph Wassermann, M.Ed.
Mathematics, Social Studies, Home Maintenance and Repair, Piano
Ruth Watts, B.S.
Sewing, Creative Arts

Teacher's Aides

Charles Boalo
Annamarie Crelli, B.S.
Dorothy Dobrinski
Robert Dougherty, B.A.
Vita Lee Giammalvo, B.S.
Philagonas Keberly
Anne McAuley
Phyllis McDowell
Elizabeth Roberson
George Schreiber
Linda Williamson, B.A.

Mobility Aides

Marie Paolicelli, A.A.
Michael Pini, B.A.

Child Care Workers

Marianne Abraham, A.A.
Elizabeth Bell-Jones, B.A.
Irene Bender, B.S.
Kimberly Berrett, A.A.
Mary Lynn Butler, A.A.
Casey Cline
Parish Das, B.A.
Nicholas DeVito, B.S.
Susan Harm, A.A.
Richard Kelly
John Keys
Robin Kirchner
Richard McGann
David Miles, B.A.
Jacob Myers
Mary Sarah O'Leary, B.A.
Janice Schmidt, B.A.S.W.
Nira Schwartz, B.A.
Joy Schaughnessy, A.A.
Edward Stone, B.A.
Sharon Wolfe
Shelly Wolynn
Barbara Zygowski, A.A.

Houseparents

Martha Collier
Audrey Dobish, B.A.
Russell Dobish, B.S.
Matilda Erath
William Erath
Julia Finney
Frances Ivanco
Eva Johnson
Violet Nicholson
Norma Parry
Roger Rossiter, B.A.
Charles Wallace
Sevilla Wallace

Educational Services

Gina Adams, M.Ed.
Speech Therapist
Charles Boalo
Coordinator, Recreation Program
Samuel DePiero, M.L.S.
Librarian
Hollis Kazdan, M.S.
Off-Campus Teacher, Early Intervention Program
William Kegg, M.S.Ed.
Coordinator, Work Studies Program
Edward Ozimek, B.S.
Coordinator, Extended Day Program
Joyce Teese, M.Ed.
Coordinator, Student Services
Carol Wiegle, M.A.
Coordinator, Deaf-Blind Program

Health Services

Claire Blair, R.N.
Nurse, Main Building
Larry Bloom, Ph.D.
Speech Pathologist
Richard Brant, M.Ed.
Psychologist
Jane Brecht, M.D.
Physician
Mary Clark, M.D.
Orthopedic Surgeon
David Hiles, M.D.
Ophthalmologist
Haskell Hollander, M.S.W.
Psychiatric Social Worker
Sue Kulp, O.T.R.
Occupational Therapist
Donald Levine, D.D.S.
Dental Surgeon
Laura Lum, M.S.
Clinical Audiologist
William Marchl, M.D.
Psychiatrist
Sandra McCloskey, M.A., L.P.T.
Physical Therapist
Richard Moriarity, M.D.
Physician
Annetta Tanious, L.P.N.
Nurse, Main Building
Anne Useller, L.P.N.
Nurse, Early Education Building
Anna Woody, L.P.N.
Nurse, Early Education Building

Buildings and Grounds

Eugene Kimmick
Supervisor

Household Affairs

Mario Stoffiere
Food Manager
Martha Selchan
Executive Housekeeper
Harriet Mroczka
Linen Supervisor, Relief Housekeeper

Office Staff

Virginia Kloss
Purchasing Agent, Business Officer
Richard Felser
Financial Officer
Carol Joy
Bookkeeper
Amy Stone
Secretary to the Superintendent
Maureen Welsh
Secretary to the Associate Administrator
Mary Hughes
Secretary to the Educational Director, Upper School
Pamela Denk
Secretary to the Educational Director, Early Education Building
Maria Gingery
Early Education Building Secretary
Kathryn Jeffers
Receptionist
James Davis
Evening Receptionist

Development and Community Relations

Darlene Maier
Director
Dolly Falkowski
Assistant Director

Students

Akers, Robert Monroeville *Allegheny*
Allen, Lennox Pittsburgh *Allegheny*
Angert, Robert St. Boniface *Cambria*
Antonucci, Joseph Aliquippa *Beaver*
Bailey, William Pittsburgh *Allegheny*
Barr, Misty Verona *Allegheny*
Bauer, Terral Clarion *Clarion*
Bayer, Michael Sharon *Mercer*
Boehm, Robert Pittsburgh *Allegheny*
Bolt, Raymond Arnold *Westmoreland*
Bower, Kenneth Lock Haven/*Clinton*
Bratcher, James Pittsburgh *Allegheny*
Bntzki, John McKees Rocks *Allegheny*
Buono, Deborah Strattanville/*Clarion*
Burdick, Craig Titusville *Venango*
Butler, Margaret Manor *Westmoreland*
Campbell, Paul Tyrone *Blair*
Capouellez, Randy Altoona/*Blair*
Carter, Rochelle Pittsburgh *Allegheny*
Chadbolt, Jacqueline New Castle *Lawrence*
Colantino, Christian Greensburg *Westmoreland*
Colantino, James Greensburg *Westmoreland*
Coles, Everett Pittsburgh *Allegheny*
Cramer, James Mt. Pleasant *Westmoreland*
Criner, Christopher Jeannette/*Westmoreland*
Crum, Theodore Johnstown/*Cambria*
Cuneen, Anthony Eighty-Four *Washington*
Czamecki, David Langeloth/*Washington*
Daugherty, David Strattanville/*Clarion*
Davenport, Crystal Pittsburgh *Allegheny*
DeFoy, Sharon Erie/*Ene*
DeMarco, Ralph Pittsburgh *Allegheny*
Demus, Audree Pittsburgh/*Allegheny*
Diehl, Kevin Breezewood/*Bedford*
Dunn, Harry Pittsburgh/*Allegheny*
Elliott, Dwayne Pittsburgh *Allegheny*
Franklin, Bonnie Big Run/*Jefferson*
Frantz, William Pittsburgh/*Allegheny*
Friedenberger, Edward/Altoona/*Blair*
Galbraith, Ronald/Brookville/*Jefferson*
Gardner, Karen/Sewickley/*Allegheny*
Gentile, Ronald/Pittsburgh/*Allegheny*
Goodling, David Mt. Union/*Huntingdon*
Gray, Adam/Apollo/*Westmoreland*
Greenlee, William/Rochester Mills/*Indiana*
Griffith, Patricia/New Florence/*Indiana*
Harcarik, John/North Charleroi/*Washington*
Harris, Shannon/Meadville/*Crawford*
Haushalter, Kimberly/Slippery Rock/*Butler*
Hazelton, Helen/Pittsburgh/*Allegheny*
Heaney, Terrance/New Castle/*Lawrence*
Herbstritt, Russell/Eldred/*McKean*
Hesley, Thomas/Bellwood/*Blair*
Hockenberry, Larry/Pleasant Gap/*Centre*
Hockenberry, Rodger/Pleasant Gap/*Centre*
Hollabaugh, Steve/Saegerstown/*Crawford*
Homme, James/Scenery Hill/*Washington*
Hoover, Peggy/Karthaus/*Centre*
Houk, Scott/New Castle/*Lawrence*
Jackson, Timothy/Pittsburgh/*Allegheny*
Jesse, Allan/Bedford/*Bedford*
Johnson, Roderick/Brownsville/*Fayette*
Johnson, Susan/DuBois/*Clearfield*
Kamp, Becky/Confluence/*Fayette*
Kauffman, James/Washington/*Washington*
Kennedy, Robert/Mt. Morris/*Greene*
Kershaw, Omar/Monongahela/*Washington*
Kostic, Todd/East Pittsburgh/*Allegheny*
Krepelka, Jane/Berlin/*Somerset*
Kummer, Wesley/Butler/*Butler*
Lang, Conrad/Saxonburg/*Butler*
Larson, Carl/Chicora/*Butler*
Laslavic, Kathleen/Pittsburgh/*Allegheny*
Leone, Raquel/East McKeesport/*Allegheny*
Lewis, John/Erie/*Erie*
Lewis, Lynette/Pittsburgh/*Allegheny*
Little, Adam/Pittsburgh/*Allegheny*

Long, Arthur McKeesport/*Allegheny*
Lorenz, Bobbie Titusville/*Venango*
Loughner, Marcy Ben Avon/*Allegheny*
Loughrey, Brenda Kittanning/*Armstrong*
Mahoney, Lawrence Pittsburgh/*Allegheny*
Majesky, Jody Marianna/*Washington*
Mann, Steven Slippery Rock/*Butler*
Martin, Christopher Vanderbilt/*Fayette*
Martz, Sherri Brookville/*Jefferson*
McElwain, Randy Tyrone/*Blair*
McGregor, Lucinda Altoona/*Blair*
Meyers, Keith North Huntingdon/*Westmoreland*
Mielcusny, James New Castle/*Lawrence*
Miller, Janice Hastings/*Cambria*
Miller, Larry Johnstown/*Cambria*
Morrow, Cynthia Jeannette/*Westmoreland*
Murdy, Joseph Ray West Mifflin/*Allegheny*
Murphy, Zetta Pittsburgh/*Allegheny*
Myers, Paul Kittanning/*Armstrong*
Nicholson, Rodney Luthersburg/*Clearfield*
Norris, Eric Pittsburgh/*Allegheny*
Opaliski, Thomas Grampian/*Clearfield*
Osborne, Robert Lake City/*Erie*
Parker, Richard Midland Heights/*Beaver*
Paul, Dale Meyersdale/*Somerset*
Peddicord, James North Huntingdon/*Westmoreland*
Pennington, Julie Johnsonburg/*Elk*
Phillippi, Amy Zelienople/*Butler*
Piscar, Gina Luxor/*Westmoreland*
Poling, Brian Punxsutawney/*Jefferson*
Polm, Kenneth Kennerdale/*Venango*
Puccinelli, Dina Eldred/*McKean*
Reese, Evan Tyrone/*Blair*
Rhoades, James Pittsburgh/*Allegheny*
Ribar, Monica Plum Borough/*Allegheny*
Rice, Donna Johnstown/*Cambria*
Ringley, Lyle Harrisburg/*Dauphin*
Robertson, Vincent North Charleroi/*Washington*
Rowland, Douglas Pittsburgh/*Allegheny*
Rudnicki, Laura Rochester/*Beaver*
Salsgiver, Marc Canonsburg/*Washington*
Schmitt, Michael/Turtle Creek/*Allegheny*
Schmitz, Eric/Pittsburgh/*Allegheny*
Scott, Gregory/Pittsburgh/*Allegheny*
Shelton, Randi Jane/Pittsburgh/*Allegheny*
Skok, Martin/Tarentum/*Allegheny*
Smith, Yvonne/Farrell/*Mercer*
Smitley, Jeffrey Mt. Pleasant/*Westmoreland*
Spencer, Glona/Monessen/*Westmoreland*
Starkey, Daniel/Pittsburgh/*Allegheny*
Starkey, Jeffrey/Pittsburgh/*Allegheny*
Stebler, Korene/Pittsburgh/*Allegheny*
Stecz, Michael/Pittsburgh/*Allegheny*
Steinberg, Bryan/Titusville/*Venango*
Stemmler, Nancy/Latrobe/*Westmoreland*
Stibrik, Richard/Murrysville/*Westmoreland*
Stiggers, Brian/Pittsburgh/*Allegheny*
Stiles, Marjorie/Clymer/*Indiana*
Stitt, Freddricka/Pittsburgh/*Allegheny*
Swiantek, Tammi/Pittsburgh/*Allegheny*
Thompson, Eric/Pittsburgh/*Allegheny*
Tokar, Sylvia/Ellsworth/*Washington*
Tominello, Dina/Pitcairn/*Allegheny*
Trzeciak, Lauren/New Kensington/*Westmoreland*
Twyford, Darla/Aliquippa/*Beaver*
Ventura, Beth Ann/Butler/*Butler*
Wagner, Timothy/Shippenville/*Clarion*
Wagoner, Samuel/East Springfield/*Erie*
Weems, Terrye/Homestead/*Allegheny*
Weyant, Debra/East Freedom/*Blair*
Whiting, Robin/McDonald/*Washington*
Willis, Dondi/Library/*Allegheny*
Wolbert, Joseph/Snydersburg/*Clarion*
Young, Fred/Indiana/*Indiana*
Zilen, Cindy/Jeannette/*Westmoreland*
Zilen, Robert/Jeannette/*Westmoreland*

OFFICERS AND DIRECTORS 1975-76

Officers

Peter Denby
President
Frank Brooks Robinson
Vice President
J Mabon Childs
Vice President
Marcus Aaron II
Secretary
Howard G. Womsley
Treasurer
Alton G Kloss, Ed.D.
Assistant Secretary

Directors

George N. Beckwith
Mrs Thomas P Eddy
John G. Johnson
Ezekiel S. Ketchum
Putnam B. McDowell
Mrs. Milton Michaels
Richard H. Semple, Jr.
Eugene S. Spence
Mrs. James M. Walton
William H. Woodwell

Honorary Directors

Paul G. Benedum
D. D. Lessenberry
W. A. Turner

Board of Corporators 1975-76

James S Beckwith III
Mrs. John Berdan
Mrs. F G. Blackburn
Mrs. James M. Bovard
Henry Challant, Jr.
Mrs. Harvey Childs
Mrs. William J. Connelly
George L. Craig, Jr.
George S. Ebbert, Jr.
Miss Evelyn F. Evans
Sigo Falk
Robert D. Ferguson
Mrs. William U. Follansbee*
W D. George, Jr.
Mrs. George R. Gibbons
Herbert L. Grau
R. D. Kyser
George D. Lockhart
Watson C. Marshall
Mrs. Cordelia Scaife May
Murray F McCaslin, M.D.
Howard H. McClintic, Jr.
Richard P. Mellon
Raymond F. Moreland
Mrs. Edward Pitcairn
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Alexander P Reed*
Mrs Gretchen V. Schoonmaker
Arthur M. Scully, Jr
Mrs. Charles L. Snowdon, Jr.
Charles L. Snowdon, Jr
Leonard C. Staisey
Charles P. Stewart, Jr
Irving L. Stutz, M.D.
Mrs. C. Zook Sutton
James M. Walton
Mrs. William K. Whiteford
Arthur P Woolfolk

*Deceased

Main Lafrentz & Co.
certified public accountants

FOUR GATEWAY CENTER
PITTSBURGH, PENNSYLVANIA 15222
412 281 8000

The Board of Directors
Western Pennsylvania School
for Blind Children

We have examined the balance sheet of Western Pennsylvania School for Blind Children as of June 30, 1976 and 1975 and the related statements of revenues and expenses and other changes, School Operating Fund and General Purpose Fund, and changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, such financial statements present fairly the financial position of Western Pennsylvania School for Blind Children at June 30, 1976 and 1975 and the results of its operations for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

Pittsburgh, Pennsylvania
August 24, 1976

Main Lafrentz & Co.

Western Pennsylvania School for Blind Children

Balance Sheet
June 30, 1976 and 1975

ASSETS	1976	1975
School Operating Fund		
Cash	$ 57,169	$ 92,469
Accounts receivable		
Commonwealth of Pennsylvania per	311,233	19,875
[illegible] education and maintenance	58,344	12,024
Miscellaneous		
	369,577	31,899
Prepaid expenses	5,564	
Due from General Purpose Fund		43,320
	432,310	167,688
General Purpose Fund		
Cash	284,017	801,427
Short term securities at cost which approximates market	880,000	
Accounts receivable	15,080	68,376
Prepaid expenses	5,665	5,242
Advances to School Operating Fund	162,833	
	1,347,595	875,045
Specific Purpose Funds		
Cash	5,666	7,953
Accounts receivable	3,751	4,563
Due from Endowment Fund	109,609	
Due from General Purpose Fund	299,694	270,563
	418,720	283,079
Endowment Fund		
Investments		
Bonds (market value $1,7[illegible],752 and $1,801,243)	1,844,621	1,997,919
Stocks (market value $5,343,544 and $4,805,998)	4,596,541	4,165,706
Mortgage participation	688	770
Common Trust Funds—Pittsburgh National Bank (market value $12,591 and $[illegible])	13,639	13,639
Real estate (net of depreciation)	147,287	160,771
Miscellaneous	5	6
Uninvested principal cash	781	1,119
	6,603,562	6,339,930
Due from General Purpose Fund	133,816	20,275
	6,737,378	6,360,205
Plant Fund		
Cash		2,578
Due from General Purpose Fund		3,391
Due from Endowment Fund	1,200,000	1,100,000
Property, plant and equipment		
Land	150,000	150,000
Plant and equipment	4,195,438	4,184,659
Accumulated depreciation	2,249,184	2,126,205
	1,946,254	2,058,454
Library	35,000	35,000
	2,131,254	2,243,454
Equipment held by others (net of depreciation)	63,186	79,918
	3,394,440	3,429,341
	$12,330,443*	$11,115,358*

*Includes interfund accounts aggregating $1,905,952 at June 30, 1976 and $1,437,549 at June 30, 1975

LIABILITIES AND FUND BALANCES

	1976	1975
School Operating Fund		
Accounts payable		
Trade	$ 45,778	$ 12,489
Commonwealth of Pennsylvania, multihandicapped education and maintenance	50,000	
	95,778	12,489
Accrued payroll and expenses and payroll deductions	173,699	155,199
Advances from General Purpose Fund	162,833	
	432,310	167,688
General Purpose Fund		
Accounts payable		
Due to School Operating Fund	2,828	547
Due to Specific Purpose Funds		43,320
Due to Endowment Fund	299,694	270,563
Due to Plant Fund	133,816	20,275
Fund balance		3,391
	911,257	536,949
	1,347,595	875,045
Specific Purpose Funds		
Accounts payable	551	18,730
Fund balances		
Students' Fund	813	378
Charles L. Taylor Printing Shop and Library Fund	15,491	14,187
Long Range Planning Fund	17,438	17,438
Other special purpose funds and contributions	384,427	232,346
	418,169	264,349
	418,720	283,079
Endowment Fund		
Due to Plant Fund	1,200,000	1,100,000
Due to Specific Purpose Funds	109,609	
Fund balances		
Restricted by donor	57,901	51,195
Designated by Board of Directors	5,369,868	5,209,010
	5,427,769	5,260,205
	6,737,378	6,360,205
Plant Fund		
Accounts payable		5,969
Equity of others in equipment	63,186	79,918
Fund balances		
Plant Replacement Fund	1,200,000	1,100,000
Plant Fund	2,131,254	2,243,454
	3,331,254	3,343,454
	3,394,440	3,429,341
	$12,330,443*	$11,115,358*

The accompanying notes are an integral part of these financial statements.

Western Pennsylvania School for Blind Children

Statement of Revenues and Expenses and Other Changes, School Operating Fund

Years Ended June 30, 1976 and 1975

	1976	1975
Revenues		
State appropriation		
Per capita education and maintenance	$1,191,978	$ 822,123
Multihandicapped education and maintenance	450,000	
Project for Visually Limited, Multiple Handicapped Children	42,864	38,333
Educational Project for Deaf-Blind Children	54,142	43,547
Contributions, textbooks and instructional supplies	11,871	12,701
Contributed food	1,005	
Mobility program		39,027
Miscellaneous	4,057	2,952
	1,755,917	958,683
Expenses		
Administration	162,323	136,882
Instructional	723,762	663,197
Care of students	133,622	131,819
Operation of plant	334,100	280,529
Fixed charges	293,737	237,028
Food services	158,324	196,238
Student body activities	6,304	4,985
Equipment replacements	10,779	18,987
Optacon equipment		23,845
	1,822,951	1,693,510
Excess of expenses over revenues	(67,034)	(734,827)
Transfer from General Purpose Fund	67,034	734,827
Change in fund balance	$ —0—	$ —0—

The accompanying notes are an integral part of these financial statements

Notes to Financial Statements

Summary of Accounting Policies

Investments—Investments are carried at cost or, in the case of securities received by bequest or contribution, at market or estimated values at dates of acquisition, less bond premiums amortized.

Property, plant, and equipment—Property, plant, and equipment are shown at appraised values as of August 31, 1926, less depreciation from average date of installation, subsequently recorded additions are shown at cost, less depreciation from the first of the year following date of acquisition. Depreciation is computed using the straight-line method. The book value of the library represents the estimated investment in school and reference books. All assets are depreciated in the Plant Fund ($122,979) but depreciation on only land improvements, buildings, building improvements, and the sprinkler system ($99,155) is charged as an operating cost with an adjustment for such depreciation in the General Purpose Fund. In lieu of recording depreciation of machinery and equipment, furniture and fixtures, and motor vehicles as an operating cost, replacements of such items are recorded as expense.

Equipment, title held by others—During the 1966-68 school years, the school received federal funds from the Commonwealth of Pennsylvania which were to be used for the purchase of equipment under the Elementary and Secondary Education Act of 1965 Title I. The title to this property remains in the name of the state agency until the termination of its useful life. The carrying value of this equipment ($15,694) is to be reduced in the Plant Fund by a depreciation charge of 6-2/3% per year for an estimated life of 15 years.

During the 1972-74 school years, the school received funds from the Richard King Mellon Foundation to be used for the purchase of Optacons, experimental print-reading devices for the blind, and related accessories. In accordance with an agreement with the foundation, these devices are to be utilized by the school and may be sold to blind students at a nominal charge. Should the Optacon program be discontinued, the equipment will be either returned to the foundation or transferred to another agency. Depreciation will not be charged for this equipment. The carrying value at June 30, 1976 is $47,492.

Inventories and accrued income from investments—In accordance with the practice of the school, inventories and accrual of income from investments have not been set up on the records. The amounts involved are not material.

Changed Conditions that Affect Comparability

During the current fiscal period, the General Assembly of the Commonwealth of Pennsylvania amended the Public School Code of 1949, as previously amended, whereby the annual per capita tuition and maintenance cost reimbursements were increased to $8,500 and $5,100 for resident and day students, respectively (subject to the availability of funds), from the $5,500 and $4,125 per year rates effective in the prior period. To date, the school has received approximately 74% or a total of $885,624 of the earned per capita appropriation.

In addition to increasing the per capita cost reimbursements, the legislation also provided that where the private institution provides special education programs for multihandicapped students, which is adjudged necessary by the Department of Education, the maximum rate payable shall be increased by seventy-five percent (75%) for the second severe handicap, eighty-five percent (85%) for

Western Pennsylvania School for Blind Children

Statement of Revenues and Expenses and Other Changes, General Purpose Fund

Years Ended June 30, 1976 and 1975

	1976	1975
Revenues		
Bequests		
Unrestricted	$167,089	$ 473,583
Restricted by donor	109,609	
Contributions	226,688	218,805
Dividends on stocks	127,810	105,266
Interest on bonds, notes, and mortgages	114,394	142,775
Interest on temporary investments	32,379	46,044
Real estate	21,672	18,808
Estates earnings prior to distribution	109	955
Income from endowments held by others	31,729	31,928
Other special purpose funds used for operating expenses	41,089	82,622
Miscellaneous	100	100
	872,668	1,120,886
Expenses		
Agents' commission and expense	12,050	12,234
Amortization of bond premium	277	277
Real estate	26,191	28,065
Fund raising and public relations activities	59,516	41,391
Miscellaneous	130	115
	98,164	82,082
Excess of revenues over expenses	774,504	1,038,804
Transfers, additions (deductions)		
Depreciation charged to school operations	99,155	76,437
Plant Replacement Fund	(100,000)	
Absorption of School Operating Fund deficit	(67,034)	(734,827)
Restricted bequests transferred to Specific Purpose Funds	(109,609)	
Bequests and contributions designated by the Board of Directors		
Endowment Fund	(215,556)	(511,268)
Other special purpose funds, Memorial Fund	(7,152)	(9,780)
	(400,196)	(1,179,438)
Increase (decrease) in fund balance	$374,308	$ (140,634)

The accompanying notes are an integral part of these financial statements

the third severe handicap, and one hundred percent (100%) for more than three severe handicaps

To assist the school with its operational requirements the Commonwealth of Pennsylvania made an interim payment to the school in the amount of $500,000

As of June 30, 1976, it is estimated that the entire per capita appropriation and $450,000 of the $500,000 advance on the multihandicapped appropriation were earned The above is subject to audit by the Commonwealth of Pennsylvania, Department of Education and adjustments, if any, will be recorded in the year this audit is completed

Retirement Expense

The school participates in a statewide contributory retirement plan which is managed by the Public School Employees Retirement Board All full-time employees of the school, who are under the age of 60 at time of employment, are eligible Each eligible employee contributes 5.5% of his or her gross salary to the plan. The school contributes 5 85% of the gross salaries to the plan as its share. The total retirement expense for the years ended June 30, 1976 and 1975 was $62,183 and $60,277, respectively Effective July 1, 1976, each eligible employee will contribute 5 25% of his or her gross salary and the school will contribute 6 655%.

Western Pennsylvania School for Blind Children

Statement of Changes In Fund Balances Years Ended June 30, 1976 and 1975

	School Operating Fund	General Purpose Fund	Special Purpose Funds: Students' Fund	Special Purpose Funds: Charles L. Taylor Printing Shop and Library Fund	Special Purpose Funds: Long Range Planning Fund
Additions					
Revenues	$1,755,917	$872,668			
Restricted contributions					
Restricted income from special purpose trust funds					
Deposits for student activities			$4,724	$ 1,356	
Miscellaneous receipts					
	1,755,917	872,668	4,724	1,356	
Deductions					
Expenses					
Funds used for designated operating expenses	1,822,951	98,164			
Payments for student activities				52	
Loss on sale of investments (net)			4,289		
Depreciation of furniture and fixtures, machinery and equipment, and vehicles					
	1,822,951	98,164	4,289	52	
Transfers (additions (deductions))					
Absorption of School Operating Fund deficit	67,034	(67,034)			
Bequests restricted to Specific Purpose Funds		(109,609)			
Bequests and contributions designated by the Board of Directors		(222,708)			
Plant Replacement Fund		(100,000)			
Depreciation of land improvements, buildings, building improvements, and sprinkler system		99,155			
Fixed assets acquired					
	67,034	(400,196)			
Increase (decrease) in fund balances	$ —0—	374,308	435	1,304	
Balance, June 1, 1975		536,949	378	14,187	$17,438
Balance, June 30, 1976		$911,257	$ 813	$15,491	$17,438

1976

Other special purpose funds and contributions	Endowment Fund: Restricted by donor	Endowment Fund: Designated by Board of Directors	Plant Fund: Plant Replacement Fund	Plant Fund: Plant Fund
$ 59,757				
14,211				
5,252				
79,220				
25,219				
7,902				
		$ 47,992		
				$ 23,824
33,121		47,992		23,824
109,609				
7,152	$ 6,706	208,850		
			$ 100,000	
				(99,155)
(10,779)				10,779
105,982	6,706	208,850	100,000	(88,376)
152,081	6,706	160,858	100,000	(112,200)
232,346	51,195	5,209,010	1,100,000	2,243,454
$384,427	$57,901	$5,369,868	$1,200,000	$2,131,254

(Continued)

Western Pennsylvania School for Blind Children

Statement of Changes In Fund Balances (continued) Years Ended June 30, 1976 and 1975

	School Operating Fund	General Purpose Fund	Students' Fund	Special Purpose Funds: Charles L. Taylor Printing Shop and Library Fund	Special Purpose Funds: Long Range Planning Fund	Ot pu co
Additions						
Revenues	$ 958,683	$1,120,886				
Restricted contributions						
Restricted income from special purpose trust funds				$ 1,338		
Deposits for student activities			$2,452			
Miscellaneous receipts						
	958,683	1,120,886	2,452	1,338		
Deductions						
Expenses	1,693,510	82,082				
Funds used for purchase of Optacons maintained by others						
Funds used for purchase of Optacon equipment maintained by the school						
Funds used for designated operating expenses				62		
Payments for student activities			2,470			
Loss on sale of investments (net)						
Depreciation of furniture and fixtures, machinery and equipment, and vehicles						
	1,693,510	82,082	2,470	62		
Transfers (additions (deductions))						
Absorption of School Operating Fund deficit	734,827	(734,827)				
Bequests and contributions designated by the Board of Directors		(521,048)				
Depreciation of land improvements, buildings, building improvements, and sprinkler system		76,437				
Fixed assets acquired						
Transfer of snack bar fund			(6,224)			
Construction Fund for third floor addition to Early Education Building						
Return of unused monies from Construction Fund to Memorial Fund						
Capitalization of third floor addition to Early Education Building						
	734,827	(1,179,438)	(6,224)			
Increase (decrease) in fund balances	$ —0—	(140,634)	(6,242)	1,276		
Balance July 1, 1974		677,583	6,620	12,911	$17,438	
Balance June 30, 1975		$ 536,949	$ 378	$14,187	$17,438	

The accompanying notes are an integral part of these financial statements.

1975	Endowment Fund		Plant Fund		
Other special purpose funds and contributions	Restricted by donor	Designated by Board of Directors	Construction Fund	Plant Replacement Fund	Plant Fund
$281,726					
13,760					
4,103					
299,589					
17,535					
23,845					
36,263					
4,501		$ 189,641			
					$ 22,383
82,144		189,641			22,383
9,780	$ 5,244	506,024			
					(76,437)
(18,987)					18,987
6,224					
(205,270)			$205,270		
46,222			(46,222)		
			(675,391)		675,391
(162,031)	5,244	506,024	(516,343)		617,941
55,414	5,244	316,383	(516,343)		595,558
176,932	45,951	4,892,627	516,343	$1,100,000	1,647,896
$232,346	$51,195	$5,209,010	$ —0—	$1,100,000	$2,243,454

Bequests

Louis I. Aaron
Louise Adamovitch
Abraham Adelman
Irma N. Agnew
Grace R. Alster
Charlotte Anderson
Rose C. McHugh Anderson
Charles Arbuthnot
Mary C. Armstrong
Joseph A. Aronson
Emma L. Arthurs
William T. Aurentz
Fannie Rees Ayres
Morris Baer
Unlles Baird
Lucien Graham Bauer
Mary Bayard
Susan Bayard
William H. Bechtold
William G. Beckman
Thompson Bell
J. D. Bernd
Robert N. Bethell
W. S. Bickart
Julius S. Bickert
Emma W. Bihler
Sophie Binder
Mary M. Bindley
Myra J. Binsley
Susanna Bischel
Elsie K. Bloom
R. H. Boggs
Conrad H. Bokerman
George P. Bollman
Henry W. Borntraeger
Louis Bowers
Jean A. Boyd
Callie Bragdon
Elizabeth J. Brandon
Mary E. Bridges
Emma Dale
Harrison Broadhurst
Anna Cloyde Brooks
Charles A. Brooks
Grace H. Buck
Shirley Budke
Henry Buhl
Emma V. Bulger
Zita M. Byrne
Emma M. Campbell
Julia Carson
Rose A. Choffin
Mane E. Clark
Ella May Clarke
Helen Clarke
Sarah Agnes Clendenning
Carne Cohen
Charlotte Collison
Kathenne Hunter Conroy
Sarah J. Craig
Estelle Wood Crane
Edwin R. Crawford
Alice H. Danahey
Bessie R. Dawson
Harvey Deaktor
Lora M. Deane
Harry D. Deloe
Alexander Dempster
A. J. DeRoy
Alice Devey
Sarah T. Dewsnapp
Susanna Diffenbacher
Jessie J. Domka
J. J. Donnell
Ruth E. Donnell
Paul H. Drees
Lois A. Duer
Elsie G. Duga
Louis S. Duncan
Thomas N. Dunne
Mary E. Earl
Eliza T. Edwards
June Y. Enelow
Leonard Enelow
Harry N. Englert
Arthur Evans
Olive L. Evans
Frances A. Faloon
Rachel A. Farrington
Mary Wrenshall Fauset
Charles Finnegan
J. B. Finney
Robert W. Flenniken
Alice M. Flick
Gertrude M. Forster
Curtis S. Foster
Fay Foster
Emanuel Frederick
Harry W. Freye
Jacob C. Fry
Thomas B. Frye
Jessie M. Galbraith
Gyla W. Gardiner
Sadie Gerkin
Minnie B. Gerst
Flora M. Gilbert
J. Laird Gillespie
Fannie I. Glass
Alice Morgan Graff
Albert B. Graver
Clara E. Graver
R. D. Gray
Margaret E. Grimpe
Essie Gullett
Charles E. Gundy
Stella H. Guthrie
Anne Halpin
George V. Hamilton
Edith H. Harper
Eliza D. Hartley
Minnie B. Hayden
Charles Hays
Robert E. Hays
R. M. Head
Gertrude B. Heard
James D. Heard
Annie May Hegeman
Oliver S. Hershman
H. W. Hespenheide, Jr.
Margaret Heyl
Anna A. Hicks
Lewis W. Hicks
Wenman A. Hicks
William W. Hicks
Edna P. Hoag
Dorothea Van Buren Hoehl
James Holmes
Nathaniel Holmes
Mane L. Hornberger
Charles E. Hoting
Mary E. Hoting
Evelynn H. Housley
Mary A. Howe
Helen M. Hurst
Nannie A. Ingram
Grace I. Irwin
Albert Isay
Fleda F. Iversen
John Jablonsky
Gertrude Jenny
Fern MacLure Jobe
Agnes M. Johnston
Olive B. Kalar
Rachel Katzenmeyer
G. A. Herman Kauffeld
Elizabeth H. Keating
Annie Given Kerr
Fannie M. King
Willis L. King, Jr.
Francis H. Kirker
Samuel Sandor Klein
Arthur A. Kridel
Edith G. Krueger
George W. Kummer
Florence Barrett Ladd
Ethel LaSalle
Henry A. Laughlin
John M. Lee
Elizabeth LeGoullon
Leo Lehman
Myra Love Lermann
Bess McC. Lessenberry
Harold J. Lewis
Laura E. Linke
Ida Lockhart
A. Howard Logan
Albert M. Long
Annie W. Mahood
Emile Majerus
Ida Mann
Julia Marks
S. S. Marvin
Martha Lockhart Mason
Hugh McAfee
Evaline McBride
Emma M. McCall
Aileen McCullough
Edmund McElwain
Kate G. McFadyen
Jennie King Mellon
Sarah Mendelson
Louis A. Mertz
Celia Mervis
Elizabeth K. Metzger
Edith S. Miller
Ella B. Miller
Torrence Miller
Ernestine T. Moenius
Edna Gray Moore
Thomas B. Moreland
Edith B. Morse
Wilfrid Murtland
Nellie A. Myers
Mary F. Nelson
John Nesuta
Rose Neumann
Emma Nickel
Joseph Nicklin
Ida J. Niemann
Howard A. Noble
J. Henry O'Neill
M. Oppenheimer
Christopher L. Painter
Jacob Painter, Jr.
Alex H. Patterson
Jacob W. Paul
Margaret S. Paul
John P. Penny
George Pfeil
Charles J. Phillips
Karl A. Pillow
Henry Kirke Porter
John Porterfield
Amelia C. Proft
John R. Ranson
Mary E. Rieck
Matilda A. Rieger
Hilda S. Rieland
Joseph G. Robinson
Martha J. Robinson
Charles J. Rosenbloom
Freda Rosenblum
Frank C. Sauer
Loretta Sauer
Millie C. Schafer
William E. Schafer
Mary E. Schenley
Fred Schiller
Lucy Ames Schmitz
James M. Schoonmaker
Rebekah C. Schoonmaker
Simon Schreiber
Wilhelmine Schreiber
Charles E. Schuetz
Charles H. Schultz
Paul H. Schweizer
John B. Scott
Issac Seder
Samuel Lloyd Shank
Hyman Shear
Lena Sievwright
Luella M. Simonton
Pearl I. Simpson

Edwin A Smith
Mrs George C Sneathen
H C Snyder
Amelia Solomon
Charles H Spang
Norman Spang
George J Stanley
Martha S Stanley
Wilmer T Starkey
William Steele
Christina F Steibel
Mary A Stenger
Ruth Stewart
Ambrose Stifler
Marie M. Stockdale
Helen M Stolzenbach
Emily Stoop
George Strasser
Bertha E Succop
Olive E Swank
Charles L Taylor
William Thaw
Pearl L. Thaver
Vesta Thomas
Marie N Thompson
Mary Cushing Titus
Manlda S. Trudal
Cora Tustin
Ella D Vaughan
Elizabeth M. Vogeley
Wilhelmina Wagner
Corine M Wahr
Effie Walker
Mary Wellington
Elizabeth C Whitehall
Jennie C Widman
Frederick E Wiley
Cora Hubbard Williams
Joseph Williams
Herman Windt
Anna C Wise
Mary B Wolfe
John M Yahres
Laura Yost
Margaret Young
Martha Young
Hattie I. Zeigler
Howard G. Ziegler
Agnes L. Zinkand

Bequest Form

For those who wish to make bequests to the School, we suggest the following form.

"I give, devise and bequeath unto the Western Pennsylvania School for Blind Children, located in Pittsburgh, Pennsylvania, the sum of $ to be used as may be determined by the Board of Directors of said school for the general purpose of said school."

Your attorney can assist you in incorporating this bequest in your will or in adding such bequest to your present will.

It is becoming increasingly popular to leave bequests through life insurance policies which are paid direct to the institution and do not go through one's estate. The Western Pennsylvania School for Blind Children could be named as a beneficiary under an insurance policy or the policy could be absolutely assigned to the School, as might be desired For further information on this subject, we refer you to your insurance counselor

Memorial Fund

In recent years the custom of sending flowers to mark bereavement has given way to that of honoring the deceased through a memorial gift to a favorite charity.

The School for Blind Children has been the recipient of a number of such gifts However, we have learned that many people who would have liked to make a memorial contribution have not done so because they were unsure of the procedure. For the convenience of those who wish to express their sympathy by such means, we have designed a card which tells the bereaved family, simply and with good taste, that a gift has been made to the School in memory of the deceased.

We are enclosing a business reply envelope for those of you who may wish to make a contribution in memory of a beloved or in honor of a special occasion.

We can think of no higher tribute to a good life than that it be carried forward to illuminate the lives of boys and girls whose only light can come through learning.

Postage Will Be Paid by Addressee

No Postage Stamp Necessary If Mailed in the United States

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 7749, PITTSBURGH, PA.

SCHOOL FOR BLIND CHILDREN
Bayard Street at Bellefield Avenue
Pittsburgh, Pennsylvania 15213

General Information

The Western Pennsylvania School for Blind Children provides room, board and educational facilities without charge to legally blind children from thirty three counties in western Pennsylvania. Most visually handicapped youngsters are admitted on a residential basis at the age of five when they enter a two-year nursery kindergarten program. In accordance with the emphasis on the need for early intervention for any child who deviates from the norm, the School offers services on a part-time or day basis from infancy on. In the case of the multiple handicapped child, earlier residential admission is advisable. Children are admitted up through the age of 21 without regard to race or religion.

Located in the heart of Oakland, Pittsburgh's cultural, hospital-university center, the School has seven buildings on its five and one-half acre campus. One of these buildings houses the School's Early Education programs which range from infant stimulation through non-graded primary levels. Preschool programs are designed and implemented for very young children in their homes and on a part-time basis in our Child Evaluation and Development Center. Children are grouped according to their developmental levels and programs emphasize the educational areas of orientation and mobility, communication, self-care and socialization skills along with preacademic and academic areas.

Our Child Evaluation and Development Center also provides programs for severely handicapped and multiple handicapped children with complex behavior and learning problems, many of whom have auditory as well as visual impairments. These children are assessed and data is compiled in terms of their responses to learning for immediate and future planning.

Each child is studied from preschool on to determine his or her strongest mode for learning whether it be visual, tactile or auditory. Children are taught braille readiness skills in preschool. However, youngsters with residual vision are taught to maximize their use of vision toward reading large type ink print. Some children learn braille as their written means of communication and learn to utilize low vision as an aid in travel.

Techniques of daily living, mobility or travel training, food preparation, creative and industrial arts, physical education, typewriting and music are all offered as a part of each student's education. Equally important are the recreation and extended day programs which offer constructive outlets for leisure time.

In addition to the administrative officers and teaching staff, the School provides the services of an ophthalmologist, an optometrist, pediatricians, a child psychiatrist, physical therapists, an occupational therapist, an audiologist, a speech pathologist, speech therapists, a dentist, nurses, several psychologists, a student services coordinator, a work-study program coordinator, an extended day program coordinator and a recreation coordinator. Because of the School's excellent location — on one of the largest university-hospital complexes in the United States — the School can make arrangements for additional paramedical services as needed.

Founded in 1887, the School is a nonprofit corporation, approved for tax-exempt status by the Internal Revenue Service.

The Western Pennsylvania School For Children

Bayard Street at
Bellefield
Pittsburgh
Pennsylvania
15213

Independently owned and operated, the School derives its funds from the income of limited endowments, partial State support and the vitally necessary contributions from individuals and groups.

Visitors are welcome to tour the School. To arrange such a tour, write or call the Office of Development and Community Relations, (412) 621-0100.

The
Western
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School
For
Blind
Children

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